

The Quality Assurance Agency for Higher Education

Access to HE statistics summary (2004-05)

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Introduction

The information presented here summarises statistical data about the number and type of Access to HE programmes and students in the academic year 2004-05. Figures are derived from data received from the authorised validating agencies (AVAs), the partnership organisations which are licensed by QAA to recognise Access to HE programmes in England and Wales. There were 24 AVAs in 2004-05.

Where it is available, data for the last five years is presented. However, a number of new or revised categories were introduced in 2002-03, so a reliable time series is not available in all areas. Some changes also result from improved data collection or reporting, rather than real changes in the profile. Any assumptions about 'trends' should therefore be made with caution, especially where change is detected just between one year and another, or where numbers or percentage changes are relatively small. In this context,

Readers should note that learner data has been adjusted in line with QAA's rounding policy, according to which numbers which relate to learners are rounded to the nearest 5. Rounded totals are calculated from the raw data: as a result, some of the totals given here are not equivalent to the sum of the rounded constituent elements.

1. Providers involved in delivering Access to HE programmes (see Table 1, below)

- There were **405** providers of Access to HE programmes in 2004-05.
- 23 Access to HE providers were in Wales: 382 were in England.
- About **80%** of Access to HE programmes were delivered in FE colleges (FECs).

While there has been a decline in the overall number of participating providers since 2000-01 (from 417 to 405), this can be accounted for by small declines in the number of providers in the categories 'HEIs', and 'schools', with other categories showing little change. This position has led to the slight increase (from 79% to 82%) in the percentage of providers which are FECs, rather than any increase in the number of providing FECs: the absolute number of FECs involved (about 330) has remained more or less constant for the last five years.

Table 1: providers offering Access to HE programmes

Providers	2000-01		2001-02		2002-03		2003-04		2004-05	
FE colleges	329	79%	334	79%	330	79%	334	81%	332	82%
HE institutions	21	5%	17	4%	20	5%	17	4%	13	3%
6 th form colleges	19	5%	22	5%	17	4%	14	3%	15	4%
Adult/community ed	21	5%	24	6%	23	6%	22	5%	26	6%
Schools	11	3%	2	0%	3	1%	1	0%	0	0%
Other	16	4%	22	5%	23	6%	22	5%	19	5%
Total	417		421		416		410		405	

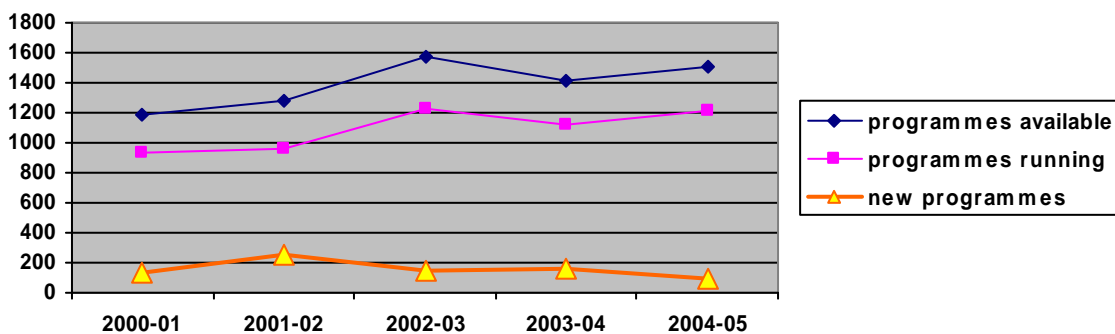
2. Access to HE programmes (see Table 2, below)

- There were **1,210** Access to HE programmes running in 2004-05

The number of programmes running between 2003-04 and 2004-05 increased, confirming a general increase over the last five years, with an exceptional and unexplained increase in 2002-03. The number of programmes available follows the same pattern. The number of new programmes varies markedly from year to year and there is no clear pattern in numbers of new programmes recognised across the years. Nonetheless, the number of programmes which were recognised in 2004-05 more than halved compared with the number recognised in 2003-04, and a lower number of new programmes (88) was recorded in 2004-05 than in any previous year.

Table 2: numbers of Access to HE programmes available and running

	2000-01	2001-02	2002-03	2003-04	2004-05
Programmes available	1,182	1,281	1,568	1,407	1,506
Programmes running	929	961	1,233	1,125	1,210
New programmes recognised	129	259	147	166	88



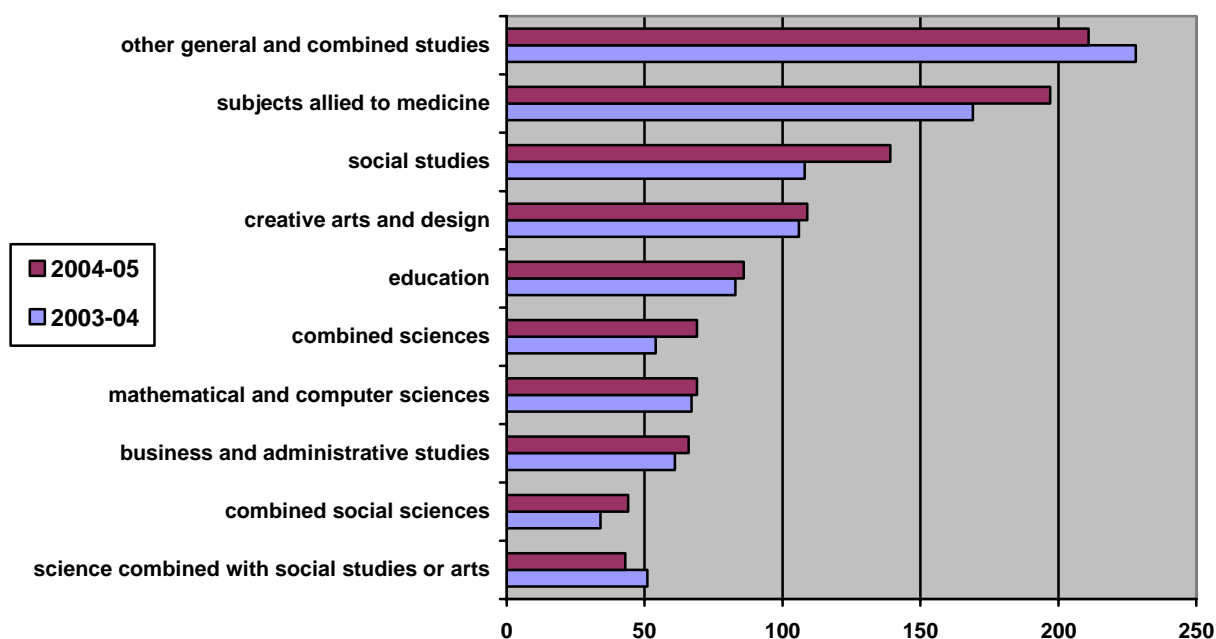
3. Access to HE awards available (see Table 3, below)

- The biggest increases in awards available between 2003-04 and 2004-05 were for Access to HE programmes leading to
 - 1 **subjects allied to medicine (+28)**
 - 2 **social studies (+31)**
 - 3 **combined sciences (+15)**

Table 3 (below) presents data about the 10 subject areas with 40 or more programmes available and running. The subject category with the highest number of programmes available and running in 2004-05 was 'other and general combined studies'. (This category includes programmes which have a number of separate, subject-specific pathways.) While this was also the category with the highest number of programmes available and running in 2003-04, the total in this category has fallen slightly. Most other subject areas showed increases in the number of subjects available and running, the biggest increases between the two years being in subjects allied to medicine, in social studies and in combined sciences.

Table 3: Awards available and running (by designated progression route)

	Progs available		Progs running		% all progs 2004-05
	2003-04	2004-05	2003-04	2004-05	
Other general and combined studies	278	243	228	211	17%
Subjects allied to medicine	191	217	169	197	16%
Social studies	133	175	108	139	11%
Creative arts and design	137	136	106	109	9%
Education	103	107	83	86	7%
Combined sciences	68	89	54	69	6%
Mathematical and computer sciences	86	98	67	69	6%
Business and administrative studies	92	101	61	66	5%
Combined social sciences	39	46	34	44	4%
Science with social studies/arts	59	46	51	43	4%

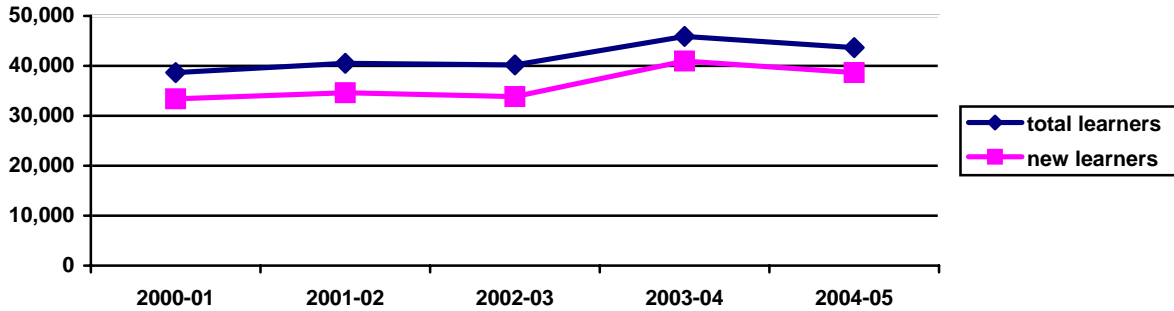


4. Learner registrations on Access to HE programmes (see Tables 4a and 4b, below)

- **43,635** total learners registered on QAA-recognised Access to HE programmes in 2004-05.

Table 4a: total number of learner registrations on Access to HE programmes

	2000-01	2001-02	2002-03	2003-04	2004-05
Total learner registrations	38,685	40,485	40,220	45,875	43,635
Total number of new learners registered	33,375	34,640	33,865	40,970	38,670

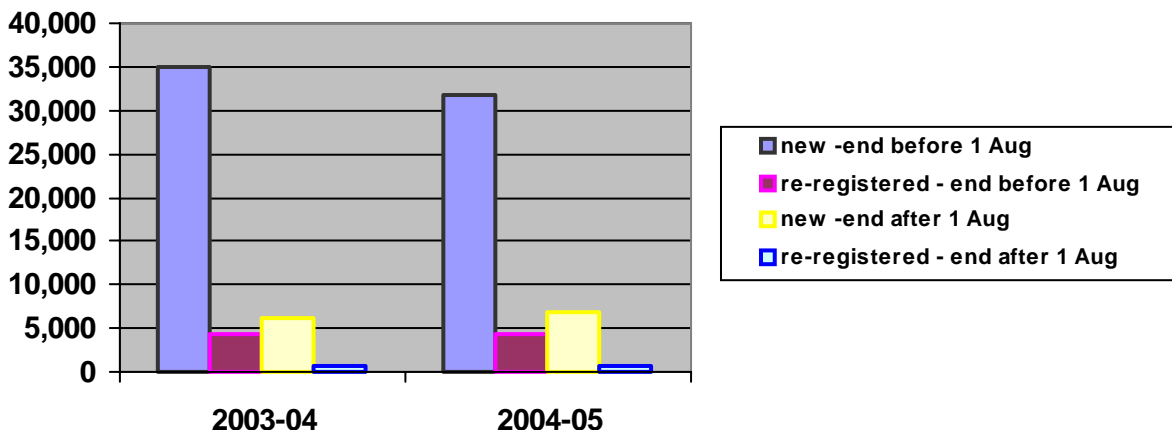


There was an increase in the overall number of Access to HE learner registrations between 2000-01 and 2004-05, although the total of 43,635 for 2004-05 was a decrease from the all-time high of 45,880, recorded in 2003-04. The number of new learner registrations follows the same pattern as that for total registrations across the five years.

- **36,205 (83%)** Access to HE learners in 2004-05 were registered to complete their programmes within the same academic year.

Table 4b: learner registrations by end date

	2003-04	2004-05
New learners registered: expected end date before 1 Aug	34,905 (76%)	31,860 (73%)
Re-registered: expected end date before 1 Aug	4,295 (9%)	4,345 (10%)
New learners registered: expected end date on/after 1 Aug	6,070 (13%)	6,811 (16%)
Re-registered: expected end date after 1 Aug	610 (1%)	618 (1%)



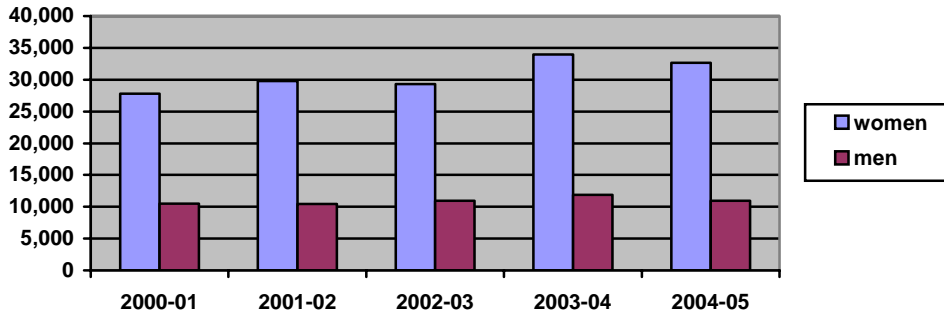
The fall in the total number of learners registered between 2003-04 and 2004-05 (see above) was similar to a small fall in the number of new learners registered to complete within the same academic year. Registrations in other categories all increased slightly.

5 Learner profile at registration (see Tables 5a – 5e, below)

- 75% of Access to HE learners in 2004-05 were women.

Table 5a: Learner profile at registration (by sex)

	2000-01		2001-02		2002-03		2003-04		2004-05	
women	27,800	73%	29,785	74%	29,280	73%	33,965	74%	32,680	75%
men	10,500	27%	10,450	26%	10,940	27%	11,910	26%	10,955	25%

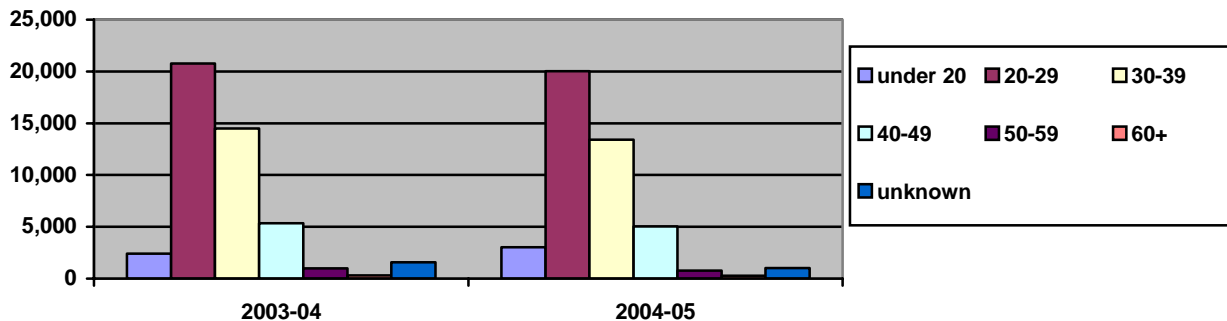


Between 2000-01 and 2004-05, the number of men on Access to HE courses has remained fairly stable, while the number of women on Access courses over the same period has grown. As a result, there has been a small rise in the proportion of women (from 73% to 75%), with a corresponding fall in the proportion of men registered on Access to HE programmes.

- 53% of Access to HE learners in 2004-05 were under 30.

Table 5b: Learner profile at registration (by age)

	2003-04 all learners (% of total)	2004-05 all learners (% of total)	2004-05 female learners(% female learners)	2004-05 male learners (% male learners)
Under 20	2,400 (5%)	3,035 (7%)	1,860 (6%)	1,175 (11%)
20-29	20,775 (45%)	20,035 (46%)	14,640 (45%)	5,395 (49%)
30-39	14,495 (32%)	13,420 (31%)	10,845 (33%)	2,575 (23%)
40-49	5,350 (12%)	5,050 (12%)	3,825 (12%)	1,230 (11%)
50-59	985 (2%)	775 (2%)	525 (2%)	250 (2%)
60 +	300 (1%)	290 (1%)	180 (1%)	110 (1%)
Unknown	1,565 (3%)	1,030 (2%)	805 (2%)	225 (2%)
total	45,880	43,635	32,680	10,955



The age group with the largest number of learners in 2004-05 was the 20-29 group. The number of learners aged under 20 increased from 2,400 to 3,035 between the two years, while the numbers in all other age groups decreased slightly. Between 2003-04 and 2004-05, the overall proportion of Access to HE learners aged under 30 increased from 50% to 53%.

Male learners tend to be younger than female learners, with 60% of male learners being under 30, compared to 51% of female learners.

- **24%** of Access to HE learners in 2004-05 were from **minority ethnic groups**.

Table 5c: learner profile at registration (by ethnicity)

	2004-05 male learners	2004-05 female learners	2003-04 all learners (% of total)	2004-05 all learners (% of total)
Asian or Asian British: Bangladeshi	145	165	270 (1%)	310 (1%)
Asian or Asian British: Indian	230	355	630 (1%)	585 (1%)
Asian or Asian British: Pakistani	345	450	705 (2%)	790 (2%)
Asian or Asian British: any other Asian	220	270	755 (2%)	490 (1%)
Black or Black British: African	1,180	2,385	3,730 (8%)	3,565 (8%)
Black or Black British: Caribbean	365	1,345	1,730 (4%)	1,715 (4%)
Black or Black British: any other	190	380	625 (1%)	570 (1%)
Chinese	130	135	365 (1%)	265 (1%)
Mixed: White and Asian	60	130	140 (0%)	190 (0%)
Mixed: White and black African	95	180	250 (1%)	270 (1%)
Mixed: White and black Caribbean	105	315	305 (1%)	420 (1%)
Mixed: any other	65	200	290 (1%)	265 (1%)
White: British	5,850	22,045	28,980 (63%)	27,900 (64%)
White: Irish	85	210	240 (1%)	296 (1%)
White: any other	335	745	1,240 (3%)	1,080 (2%)
Any other	370	485	1,145 (2%)	860 (2%)
Not known/not provided	1,180	2,890	4,485 (10%)	4,070 (9%)
Total	10,955	32,680		43,635

The proportions of learners across the ethnicity categories in 2004-05 remained similar to previous years, with 67% of learners being from White ethnic groups; 13% from Black and Black British groups; 6% from Asian, Asian British and Chinese groups; 2% from other groups; and 9% for whom the ethnic background is unknown or not recorded.

Table 5d: Learner profile at registration (by disadvantage)

	2003-04 total learners in category (% of total)	2004-05 total learners in category (% of total)
From deprived area: postcode on LSC file	14,6770 (32%)	11,505 (26%)
From deprived area: postcode not on LSC file	210 (0%)	195 (0%)
Other LSC w'ing participation category (funding claimed)	930 (2%)	875 (2%)
No funding claimed against widening participation category/no information	29,970 (65%)	31,060 (71%)

The number of learners recorded as receiving LSC uplift funding fell between 2003-04 and 2004-05. However, the data presented here is based on incomplete AVA data and therefore may not be reliable.

5e Learner profile at registration: disability & learning difficulty (see Table 11, below)

- **7% of Access to HE learners in 2004-05 had a disability and/or learning difficulty.**

Table 11: learner profile at registration (by disability/learning difficulty)

	2003-04 total learners in category (% of total)	2004-05 total learners in category (% of total)
Disability/ies	855 (2%)	1,115 (3%)
Learning difficulty/ies	1,085 (2%)	1,120 (3%)
Disability and learning difficulty/ies	530 (1%)	400 (1%)
No disability or learning difficulty	30,190 (66%)	28,695 (66%)
No information provided	13,215 (29%)	12,304 (28%)

The percentage of Access to HE learners with disabilities and/or learning difficulties increased from 5% to 7% between 2003-04 and 2004-05. While the number for whom no information was provided decreased very slightly, this remains a significant proportion (28%) of the total.

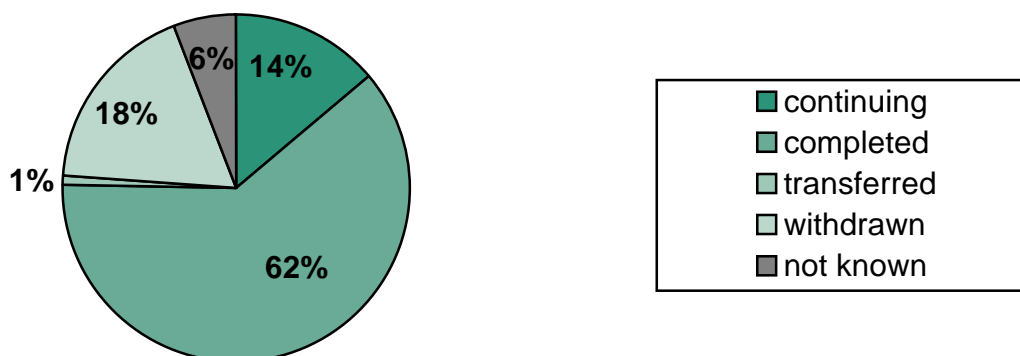
6: learner completion and achievement (see tables 6a – 6e)

Learner completion: all registrations* (see table 6a, below)

- **62%** of all Access to HE students who started an Access to HE programme in 2004-05 **completed it in that year.**
- A further **14%** were expected to **continue their Access to HE studies in 2005-06.**

Table 6a: learner outcomes (all registrations)

	Study continuing	No achievement	Partial achievement	Access to HE certif awarded	Total learners (% of total in category)
Continuing	5,460	30	370	45	5,902 (14%)
Completed prog	0	1,765	4,915	20,565	27,245 (62%)
Transferred	0	395	20	0	415 (1%)
Withdrawn	4	6,700	870	60	7,640 (18%)
Not known	0	1,507	905	20	2,430 (6%)
Total	5,465	10,395	7,080	20,690	43,635



Learner achievement: accreditation of withdrawals

Table 6b: withdrawals

	2001-02	2002-03	2003-04	2004-05
Withdrawn: partial accreditation	1,260 (3%)	1,425 (4%)	1,000 (2%)	872 (2%)
Withdrawn: no accreditation	7,070 (17%)	6,780 (17%)	7130 (16%)	6,700 (15%)

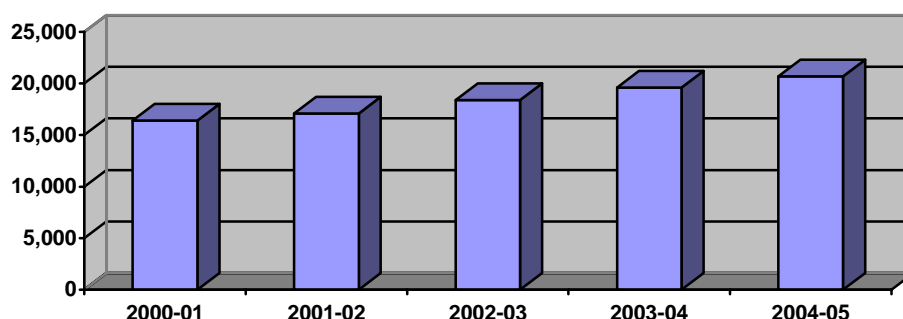
6c Learner achievement: award of Access to HE certificates

- Over **20,000 Access to HE certificates** were awarded in 2004-05.
- Of those completing the programme, **76% were awarded Access to HE certificates.**
- **Of those registered to complete the programme within the same academic year, 57% were awarded the Access to HE certificate.**

Table 6c: Access to HE certificates awarded

	2000-01	2001-02	2002-03	2003-04	2004-05
Access to HE certificates awarded	16,405	17,085	18,395	19,605	20,690

The number of Access to HE certificates awarded continued to increase between 2003-04 and 2004-05. This is the highest number of Access to HE certificates awarded in one year ever recorded. 57 per cent of the number who were expected to complete their Access to HE programme before 1 August 2005 were awarded an Access to HE certificate within that year.



Learner registrations and awards by designated progression route (2004-05)

Table 6d: learner registrations and awards by designated progression route

	Learner registrations (expected to complete in year)	Access to HE certificate awarded
Other general and combined studies	12,420	4,795
Access to nursing	4,840	2,420
Science combined with social studies/arts	4,600	2,515
Access to health studies	3,455	1,630
Creative arts and design	2,200	1,180
Social studies combined with arts	2,100	965
Combined social sciences	1,585	860
Other social studies	1,450	660
Combined science	1,425	825
Social work	1,330	675
Access to teaching	1,285	605
Business and administrative studies	1,215	630
Other subjects allied to medicine	1,030	630

The table above provides the subject areas with more than 1,000 students registered as learners together with the number of Access to HE certificates awarded in those subject areas. Of the 29 subject areas for which data was provided, six subjects had fewer than 100 learners registered, ten had between 100 and 1,000 learners registered and 13 had more than 1,000 registered learners. 21 of the subject areas had between 40% and 60% of certificates awarded as a proportion of total learner registrations.

7. Learner progression: intended destination (of completers)

Table 7: learner progression: intended destination

	2000-01	2001-02	2002-03	2003-04	2004-05
Progressing to HE course	11,330	10,425	12,025	14,045	14,775
Progressing to FE course	2,645	2,625	1,380	1,010	1,050
Progressing to employment	1,325	1,130	1,820	1,250	1,395
Other	1,440	870	1,500	1,070	850
unknown	10,530	12,445	18,785	23,820	12,110